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ABSTRACT

The status of women in educational administration is evaluated in this book, which questions the assumptions of traditional administrative theory that women must emulate male administrative practices to be effective. Part 1 discusses the history of women in administration and the current status of women in the profession, demonstrating how women differ in historical and other sociocultural ways from their male counterparts. Part 2 focuses on the barriers that have kept women out of administrative positions and describes strategies for overcoming them. The third part examines the working world of women administrators and shows how their daily experiences create a female culture. The androcentric nature of current educational administrative theory is assessed in terms of its harm to women and school life in general. The analysis attempts to lay the groundwork for research that will build inclusive theory and practice based on recognition of diversity. Nine tables and one figure are included. Strategies for increasing women's access to administrative positions are highlighted in the appendix. References accompany each chapter. (LMI)

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